Courthouse Green Primary School
'Doing our best to be our best'
Breadth of Study
Year 3

The curriculum planning at Courthouse Green is designed as a theme, where many subjects are woven together as a strategy to work in a cross curricular way. Each theme has a number of focus subjects. We ensure through our planning children understand the skills they are learning and embedding and teach and apply subject specific vocabulary explicitly through our medium term planning. Some subjects are taught discretely across the school using our school's own context as a driver for this. Links to British Values are evident throughout the themes.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHCE	**Protective Behaviours/Fresh Start**	**Anti-Bullying/ Be Friendly Be Wise**	**E Safety/ It's good to be different**	**Healthy Life Styles**	**Community/ It's Our World**	**SRE/ Moving Up**
RE	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism *	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Key Question: Could Jesus heal people? Religion: Christianity	Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity *	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism * Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism *	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism * Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism
PE	Our PE curriculum is underpinned by Real PE, which focuses on the development of agility, balance and co-ordination, healthy competition and cooperative learning. A specialist dance teacher also delivers a high quality dance curriculum linked closely to the themes we teach.					

History	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early

	Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Geog	Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Design Tech	When designing and making, pupils should be taught to: Design and use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make and select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking and nutrition: understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Science	Working scientifically: asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas Plants: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants

	for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Animals: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat, identify that humans and some other animals have skeletons and muscles for support, protection and movement. Rocks: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. Light: recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. Force and magnets: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance, observe how magnets attract or repel each other and attract some materials and not others, compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.
Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Art	Create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

	Engage and Expert	Literacy Inc key texts	Maths links	Computing	Humanities Geog and History	Design and Technology	Art and Design
Who were the greatest builders? **Key Question: How to survive the Stone Age.**	Building day in the hall- what to build Challenges. Enrichment- |Stone Age Day Do you think that the people of the Stone Age had laws like we do today- what is the impact of not having laws?	Stig of the dump Narrative- Stone Age Boy Explanation text- How to survive in Stone Age Information text- Changes from Stone Age to Iron Age Persuasion- Coming back in time to live in Stone Age		Adobe voice expert presentation QR code	Changes from Stone Age to Iron Age. Time lines – How has communication changed? Buildings Ruling	Making Stone Age Jewellery Understand the principles of a healthy and varied diet by experiencing a Stone Age diet and reflecting/comparing it to a modern day one.	Making reflections on stone age cave paintings and creating their own Neolithic inspired cave painting using pain techniques
Who were the greatest builders? **Key Question: How to rule like an Egyptian**	Enrichment- Egyptian visitors to come in – Egyptian Day – games etc End product- How to live like an Egyptian. Did Ancient Egyptians have democracy, how did this affect their lives?	Mummification instructions Information text about Egypt The Scarab's Tale Recount of the Egyptian day.		Key note presentation Expert.	The achievements of the earliest civilisations- Ancient Egyptians.	Egyptian bread- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Clay modelling  Ancient Egyptian Cartouche

	Compare the monarchy of the Egyptians to our monarchy that we have today.						
Have we finished changing? **Key Question:** Have all of these living things finished changing?	Living things exhibition set up in hall- Plants/ animals/ baby? Do they all need the same conditions to grow and survive? The changes between us and people of other races, religions and beliefs- why do we have to tolerate?	This Moose Belongs To Me Cook books- Roald Dahl Recipes for animals- Animal poetry Information texts about different animals and there nutrition, skeletons and muscles. How Dogs Work		Poplet as mini expression		Creating a healthy dish.	Moose Habitat mixed collage mixed media
Have we finished changing? **Key Question:**	How do the laws in our country allow Britain to be a place where plants can grow and	This Moose belongs to be Information texts about plants	Measuring a plant over time and its height.	Book creator			Marianne North and Georgia O'Keefe- plant art work.

	survive?	Diary entry from life of a plant Plant poems					
Is Coventry the best place to live? **Key Question:**	WOW- Copacabanna trip advisor hotel experience Trip to the beach- end product? How do the laws and police make Britain a great place to live? Do all countries in the world have the same freedom as we do in Britain- why/why not? What do you think are the best things about living in Britain - what rights do we have?	Mirror- Jeanie Baker- narrative to go alongside the text Letter to Coventry City Council to explain what would make Coventry the best place to live. Persuasive letter to a child overseas persuading them to visit our school and Coventry focusing on human and physical features	Data handling- Favourite places to visit in the UK		Revise major cities of UK. Similarities and differences of human and physical features in region of UK/ EU and South or North America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Designing a 3D map of the different regions studied.	Using a view finder to find detail